**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:OPERATIONS AND ALGEBRAIC THINKING –**  **The Envision Lesson: 1-3 Subtraction – Writing Subtraction Number Sentence1Sub** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Math Vocabulary Word Wall Cards |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction PAGE 11A T.E.   1. How will you explicitly teach new vocabulary? Model subtraction sentences and define vocab components 2. How will you provide multiple opportunities for vocabulary to be used in context? Students use choral response to identify parts of the subtraction sentence. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Use unifix cubes and part part whole mats to demonstrate various subtraction sentences.  5 – 2 + ?  5 - ? + 3  ? – 2 + 3  What # represents the whole?  Can you use either side for the part that is known?  What # represents the difference?  What # do you subtract from the whole? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Record or draw on your workmat with markers to represent the number sentences.  How would you label your drawing? What part of your drawing represents the whole? What part of your drawing represents the difference? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Write the number sentences to match the drawing or cubes. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |